



Update on the Development of California's System of Support for Local Educational Agencies and Schools

State and Federal Programs Director
Meeting

September 22, 2017



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Agenda

- Shifts in California's Approach to Improvement
- Previous School and District Change Efforts
- Stakeholder Feedback
- Elements of California's System of Support
- Examples of Fall 2017 Support for Districts
- Further Discussion on Support Beyond Fall 2017



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System of Support Goal

To assist LEAs and their schools meet the need of ***each student served***, with a focus on **building capacity to sustain improvement and effectively address inequities** in student opportunities and outcomes.



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Shifts in California's Approach to Improvement

	Education Improvement Before LCFF	Education Improvement After LCFF
1	Top down transactional exchanges focused on schools in isolation	Support providers work alongside LEAs and their schools to identify key challenges and opportunities
2	Packaged approaches for interventions	Systemic approach tailored to locally identified needs and strengths
3	Isolated team decision making	Engaging with local educators and communities as part of decision making
4	Redundancy and contradictions across state and federal programs	Streamlined and coherent expectations for LEAs across state and federal programs
5	Assistance disconnected from local priorities and focus	Assistance supports LEAs in aligning, prioritizing, and using resources to meet student needs identified in the Local Control and Accountability Plan (LCAP)



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Previous School and District Change Efforts

Past improvement efforts “report positive results, but generally showed a lack of overall, sustained effect when compared to a control group.”

Recommendations

- Build district capacity to support schools, rather than focus on schools alone.
- Balance standardization with customization by allowing differentiation for contextual differences.



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Stakeholder Feedback

- Assistance conducting needs assessments, developing action plans and monitoring for implementation
- Assistance with, and protected time for, data analysis
- Sharing of best practices that target identified student groups and consultation on implementation ideas
- Networking with other LEAs with similar demographics and opportunities for feedback from other LEAs
- Support with understanding how to measure program effectiveness



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Elements of California's System of Support

- **Pathways to Support and Assistance:** At least three pathways to differentiated assistance.
- **Initial Outreach to LEAs:** Initial communication by county supt. and joint notification from state agencies.
- **Needs Assessment and Analysis of Student Outcomes:** Support LEAs and stakeholders to identify underlying cause of challenges and options.
- **Support to Districts and Schools to Improve Student Outcomes:** The LCAP is a primary source that identifies needs, goals, and outcomes.



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Examples of Fall 2017 Support for Districts

- The Evolution of County Collaboration to Support the LCFF/LCAP Implementation
- Sacramento County Office of Education
- Kern County Office of Education
- California Collaborative for Educational Excellence
- California Department of Education

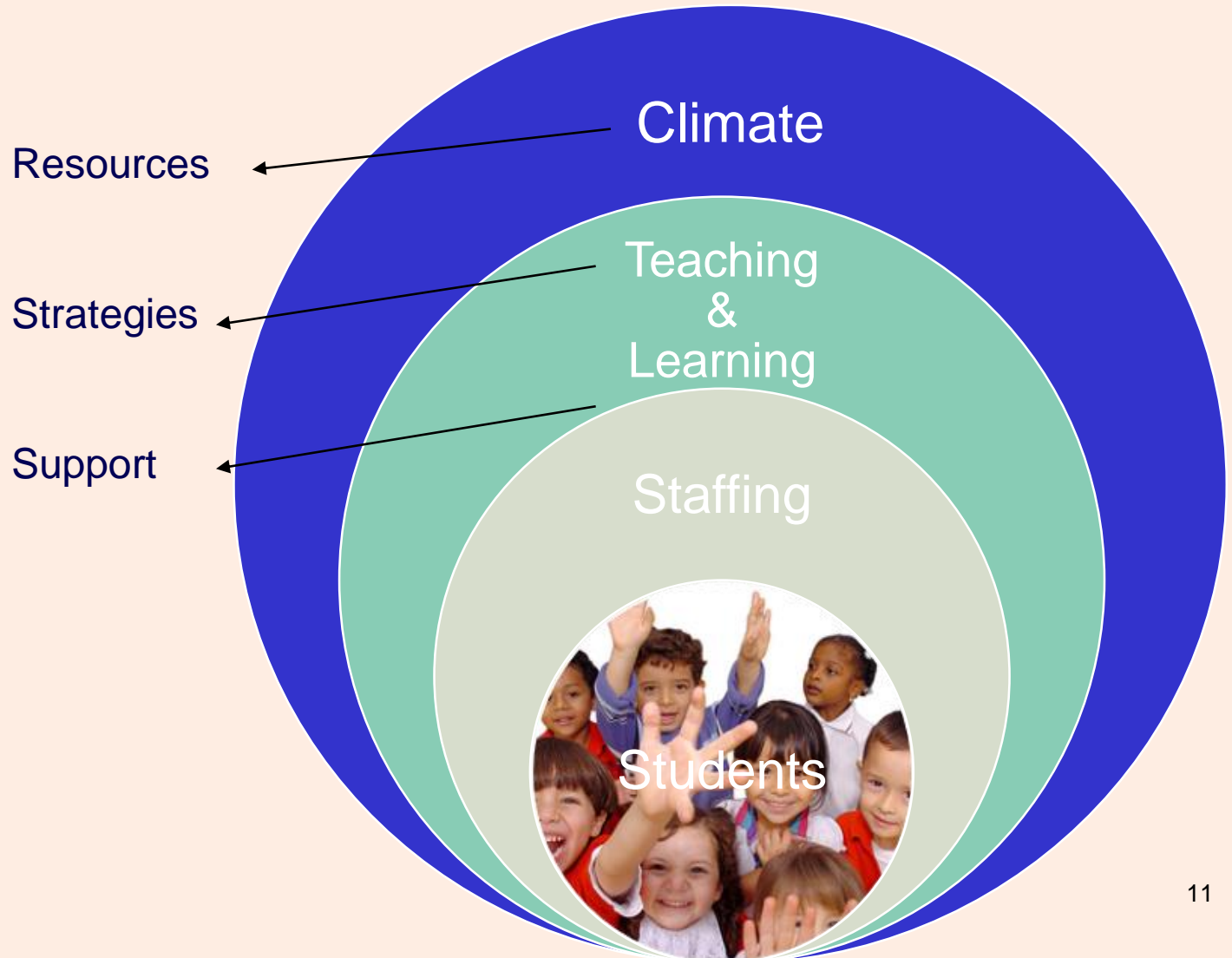
Draft Timeline for Differentiated Assistance (Fall 2017 through Fall 2018)

October 2017	<p>Secure and advertise Webinars with LEA staff and stakeholders on Dashboard, indicators and data years, and overview of assistance/support.</p> <p>Preview toolkit to be released to support communications about Dashboard and system of support at the local level.</p> <p>Finalize content for Dashboard and agency Web sites related to differentiated assistance for Fall 2017 Dashboard release.</p>
November 2017	<p>LEA preview of Dashboard begins.</p> <p>Academic Indicator data added to LEA preview based on SBE action at November meeting.</p> <p>County superintendents contact districts eligible for differentiated assistance based on Fall Dashboard data.</p> <p>Cross agency groups sends joint notification to districts eligible for differentiated assistance.</p> <p>Districts receiving differentiated assistance provided opportunity to engage with key stakeholders prior to public Dashboard release.</p> <p>Final toolkit released to LEAs (including communication staff, LEA leaders, and Dashboard coordinators) and stakeholders.</p>
December 2017	<p>Dashboard Web site goes public (approximately December 1).</p> <p>County superintendents and districts identified for differentiated assistance begin needs-identification process, see Attachment 2 for more information.</p>
Spring 2018	<p>Differentiated assistance continues, in conjunction with LCAP development for districts receiving differentiated assistance.</p> <p>CDE provides SBE update on Dashboard development at March 2018 meeting.</p>



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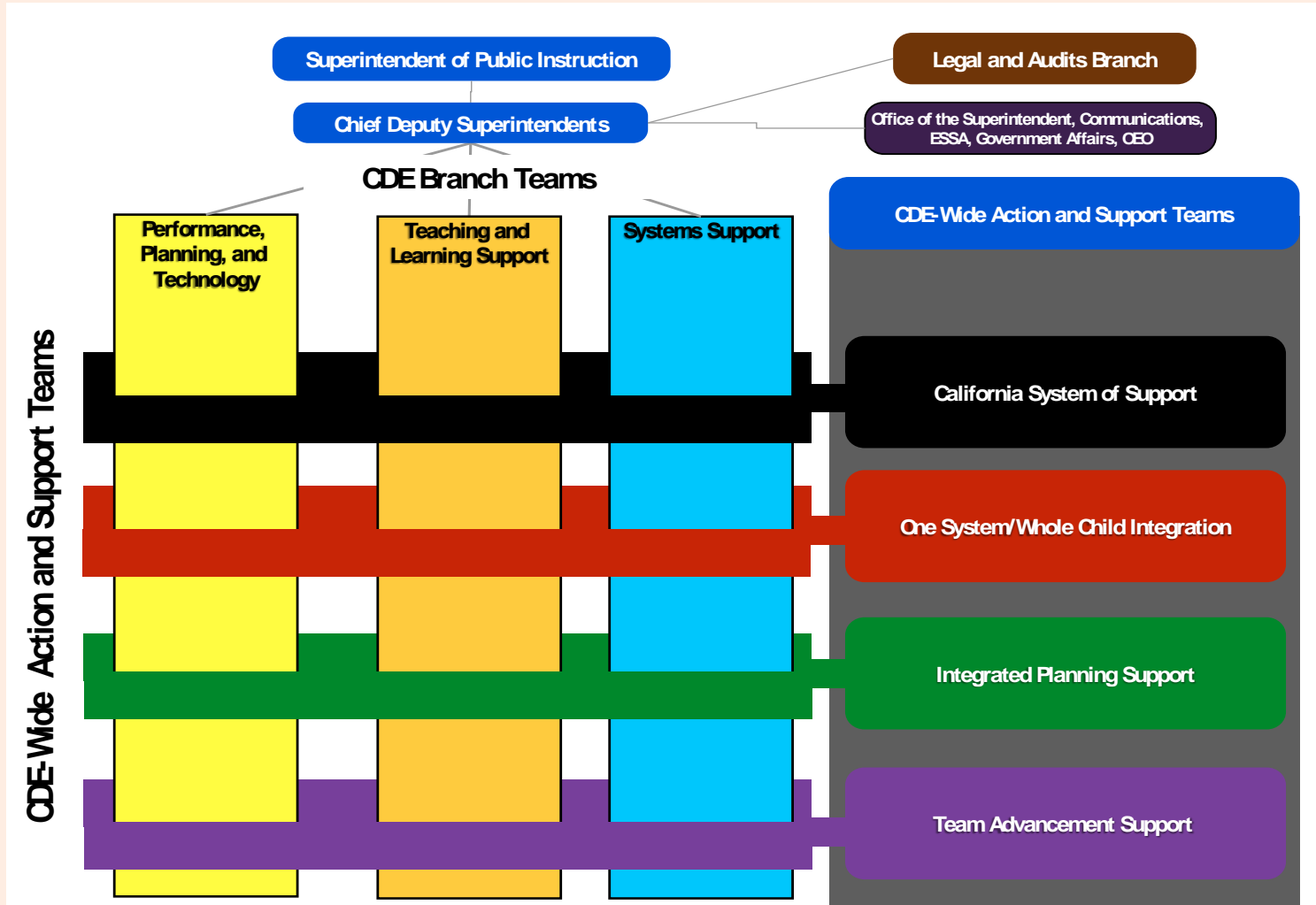
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Further Discussion on Support Beyond Fall 2017

- How does the structure of the system of support ensure that LEAs can connect with resources aligned to their identified needs at the right time?
- How does the structure of the system reflect the needs of LEAs and a shift from support being done to a LEA to support working alongside an LEA?



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Further Discussion on Support Beyond Fall 2017

- How can the system of support complement and supplement the work of county offices of education (COEs) with LEAs, in part, by leveraging or developing expertise to address identified needs across LEAs?
- How can California encourage partnerships among COEs, professional associations, LEAs, institutions of higher education, research organizations, private providers, and others to connect LEAs and schools with resources and supports responsive to locally identified needs?



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Further Discussion on Support Beyond Fall 2017

- How will agencies involved in the system of support be held accountable for providing assistance aligned to the overall goal?
- What metrics will California identify to evaluate the effectiveness of our system of support and if it is actually supporting LEAs and students? What implication does this have for the interaction between LEAs and support providers?



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Next Steps

- Continue gathering feedback from local educators and stakeholders on what's working.
- Continue to coordinate and align the work of each agency through the cross agency group.